

These children are provided with 2,198 school-houses, valued at \$124.37 each. Only 64 of these houses have any patent desks, and these 64 houses thus equipped are found in 17 different counties. All the other negro school-houses are furnished either with home-made desks or with benches. Nearly half of all these negro school-houses, 964 in all, have no furniture except *benches*, which of itself makes it next to impossible to do any very effective teaching in the primary grades. Those houses which are provided with so-called home-made desks are also, as a rule, wholly unfit for school purposes, being uncomfortable and unsanitary to a degree. The furniture of a majority of the negro country school-houses in 50 counties in this State consists wholly of *benches*. And *benches* generally mean seats without backs and too high for small children. In only 100 of these 2,198 negro school-houses is there a library of any kind. But 46 of these houses are in two counties—Edgecombe and New Hanover—while the remaining 54 are scattered over the other 95 counties. If the average value of these houses, grounds and equipment is only \$124.37, it does not take a very vivid imagination to picture conditions in the majority of those houses which are not worth the *average value*.

The average term of the negro country school is 80 days. But 27 counties, with a school population of 45,490, have a term of less than 75 days, and some of these counties have an average term as low as 60 days. In 40 other counties the negro country-school term averages from 75 to 80 days. These 40 counties have a negro school population of 73,358. In two counties there are no negro country schools—Graham and Haywood. In the remaining 28 counties the school term for negro children averages more than 80 days. These 28 counties have a negro school population of 73,872. Thus it will be seen that 118,848 out of 192,720 negro children have less opportunity for schooling than 80 days in the year, in places worth considerably less than \$130 each!

There is still another thing to consider in determining the efficiency of the negro school: Each one of them has an average of 54 school population, and 54 of these children were enrolled with each teacher employed. The question which necessarily arises first is, how one teacher can successfully train 54 children in a school-house whose whole equipment—land, building and furniture—is worth less than \$130. And to add to the difficulty, nearly half of these 54 children were absent every school day during the short term.

So much for the physical condition of the negro country school. The next question relates to the kind of teachers provided for these schools. In 1905 the average salary of a negro country teacher was \$22.20 per month. In 1885, it was \$23.30. The salary of these teachers has steadily declined for the last few years.

In 30 counties—Alamance, Alexander, Ashe, Caldwell, Cleveland, Cumberland, Currituck, Duplin, Durham, Edgecombe, Greene, Harnett, Hyde, Lenoir, Mecklenburg, Pamlico, Person, Pitt, Richmond, Rutherford, Sampson, Stanly, Stokes, Tyrrell, Vance, Washington, Wayne, Wilkes, Yadkin, and Yancey—the negro country teachers are now paid less than \$20 per month each. In 14 of these 30 counties negro teachers are paid less than \$17 a month, on the average. The country-school population of the 30 counties which pay negro teachers less than \$20 per month is 59,665, or nearly one-third of all the negro country-school population of the State.

Of course, these salary figures can give one only a glimpse at the dearth of efficiency which must necessarily characterize the work of those teachers who